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ABSTRACT

The Bilingual Project for Indochinese (Vietnamese and Laotian) students served by the English as a Second Language (ESL) program in the Saint Louis, Missouri Public Schools was evaluated. The program was designed to increase student English language fluency and to increase student achievement in specified content areas. The Bilingual Project was instituted in December, 1983 to complement the ESL program. Evaluation was based upon results of the Language Assessment Scale, course grades, interviews with teachers and instructional assistants, attendance at workshops, and classroom observations. The program was judged to be well implemented and effectively operated. The students had good attendance records and displayed positive attitudes toward school. Recommendations to enhance the program's effectiveness were presented. (DWH)

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AN EVALUATION OF THE BILINGUAL PROGRAM IN THE ST. LOUIS PUBLIC SCHOOLS

1983-84

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TM 850 293

AN EVALUATION OF THE BILINGUAL PROGRAM IN THE ST. LOUIS PUBLIC SCHOOLS

1983-84

DIVISION OF EVALUATION AND RESEARCH
August, 1984

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Evaluators

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Director

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Executive Summary

AN EVALUATION OF THE BILINGUAL PROGRAM IN THE ST. LOUIS PUBLIC SCHOOLS 1983-84

by Sandra Edelman and Ronald E. Mertz

This report examined the Bilingual program for Indochinese students served by the English as a Second Language program in the city school system. The major goals of the Bilingual program were to increase student English language fluency and to increase student achievement in specified content areas. To achieve these goals, the program supplemented regular classroom instruction with native language instruction by native speaking instructional assistants. In addition, assistance was provided to the regular content teachers to enable more effective instruction of the Indochinese students.

Data for the evaluation were obtained from results of the Language Assessment Scale; course grades, interviews with teachers and instructional assistants, attendance at workshops, and from classroom observations.

Overall, the program was well implemented and operated effectively. The project leadership and the quality of the instructional assistants were major contributors to this success. Although there was no objective evidence of increased language proficiency for most students, teachers reported that the majority of students had progressed in the content areas. In addition, some students were able to either exit the program or receive greatly reduced services. Teachers and principals were pleased to have the program and the students in

their schools. Students had good attendance and were perceived to have very good attitudes toward school.

Although workshops were considered beneficial by participants nearly half of the content area teachers had not attended any workshops. In addition, many teachers were not aware of the cultural background of individual students, and almost none had incorporated cultural materials or "conscious" bilingual methodology into their instruction. Many teachers did, however, indicate that they provided assistance and encouragement to their bilingual students.

Some differences in performance between the Laotian and Vietnamese students were noted. While the performance differences should not be overstressed, they may indicate some potential needs for targeted services. If the cultural and experiential factors play a contributing role in school performance, then the lack of teacher knowledge of these factors may interfere with effective instruction.

While evidence clearly pointed to direct benefits to the "bilingual students" there were not definitive measures that proved the benefits or proved that the "program" was the cause. More insight may be available after the program is fully operationalized next year.

The major recommendations were (1) to modify the training and workshops provided to teachers in order to target critical information, and (2) to encourage the instructional assistants to take a more active role in interacting with teachers on behalf of students.

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INTRODUCTION

The Division of Evaluation and Research agreed to evaluate the "Bilingual Program for Indochinese Students in Grades 6-12"--a new program for limited English proficient students. This report has been organized around seven major questions.

1. Do students in the Bilingual Project show improvement in the use of the English Language?
2. Do students in the Bilingual Project make significant progress in the mastery of content in the subject areas of mathematics, social studies and science?
3. Is the project successful in promoting positive student attitudes and attendance?
4. Is the inservice training of regular classroom teachers effective?
5. Is the inservice training of instructional assistants effective?
6. Is the staff successful in promoting active parent participation and support for the project?
7. Is the project designed to be self sustaining once the grant period is completed?

PROGRAM DESCRIPTION

Since 1981, the St. Louis Public Schools have served students whose native language was not English with the English as a Second Language (ESL) program at various school sites in the district (currently two elementary, one middle, and two high schools). The program emphasized the teaching of English, but did not provide assistance in the curricular areas. The influx of Indochinese to St. Louis presented additional needs. In addition to being of low income and limited English proficiency, many of these students had little formal schooling prior to immigrating to the United States. The Bilingual Project, newly instituted in December of 1983,* was designed to complement the ESL program. It sought to provide additional help for these Vietnamese or Laotian students at the current middle and high school ESL sites. The instructional program was a cooperative model where the students (1) attended regular content area classes (2) received supplementary content area instruction in the native language, and (3) received English as a Second Language instruction. The three content areas where supplementary native language instruction was provided were math, science, and social studies.

Bilingual assistance was provided during scheduled ESL class periods. Vietnamese and Laotian students were assigned to ESL classes based on their scores on the Language Assessment Scale (LAS)--along with students from other nationality groups. Students who were defined by the LAS as non-speakers of English

*The program was scheduled to begin at the opening of school, but due to delays in funding, the actual bilingual service to students began in mid-December.

received 2 ESL classes each day, while those with LAS scores of 3 received one ESL class a day, and students with LAS scores of 4 received at least one ESL class a week. Each student was scheduled for one period of "bilingual" assistance per week in one or more of the three subject areas (science, math or social studies). Middle school students typically received help in all 3 of the subjects. In the high schools, students usually received help in one or two of the areas--depending on scheduling and individual needs.

Table 1 shows the numbers of students from each language group that were involved in the program at each location. Of

Table 1
BILINGUAL PROGRAM - ENROLLED STUDENTS
1983-84

School	Laotian	Vietnamese	Total
Dewey	17	36	53
Soldan	14	24	38
Roosevelt	21	23	44
TOTAL	52	83	135

the 135 students served, 52 were Laotian and 83 were Vietnamese.

During the 1983-84 school year the Bilingual Project provided a resource teacher and 4 native speaking instructional assistants (2 for the Vietnamese population and 2 for the Laotian population). Two of the instructional assistants had masters degrees and two were currently in a masters program. The primary responsibility of the full-time resource teacher was to coordinate the efforts of the instructional assistants with the

participating teachers in math, science and social studies. He also worked with the high school counselors to develop the individual student schedules that were appropriate for their levels of fluency and mastery of curricular content.

Meetings of the regular classroom teachers and bilingual staff were held at each school once or twice a month. These meetings were voluntary and were not necessarily attended by all teachers. In addition, a variety of Saturday workshops were scheduled throughout the school year. In both cases, teachers received extra service pay for their participation. The instructional assistants received ongoing training, attended weekly planning meetings and, during the summer, attended educational classes and developed curricular materials.

The total costs of salaries, training, and materials for the Bilingual Project were provided from Title VII Elementary and Secondary Education Act (ESEA) funds. The 1983-84 budget was $126,884 or an average of $940 beyond regular school costs for each of the 135 students served. (Note that individual students received different levels of service depending on needs.)

METHODOLOGY

In order to answer the seven major questions identified in the introduction, evaluators observed program operations and workshops, conducted interviews with project and school staff, collected individual student information, and examined results of the California Achievement Tests (CAT) and the Language Assessment Scale (LAS) that were administered to project students.

Table 2 identifies the number of students in the program and the number for whom data were analyzed. Test, attendance and grade data were tabulated only for students who had been in the St. Louis school system for a whole year and who had appropriate test information. As shown in the table, 98 of 135 students were in the St. Louis Public Schools the entire year. Analysis was

Table 2
DATA COLLECTED FOR BILINGUAL STUDENTS
1983-84

Total number of students enrolled in program		135
Students in program all year		98
. with pre/post LAS scores	72	
. with pre/post CAT scores	57	
. with spring LAS scores and with 2nd semester grades collected	67	

carried out for 72 who had pre/post LAS scores, 57 who had pre/post CAT scores, and 67 students for whom both LAS scores and second semester grades had been collected.

FINDINGS

LANGUAGE PROFICIENCY

There was no clear evidence of the impact of the program on English proficiency. This was due in part to (1) changes in the procedures for the administration and scoring of the Language Assessment Scale (LAS), and (2) the inappropriateness of the California Achievement Tests (CAT) for bilingual students.

The majority of students participating in the bilingual program had a low level of English proficiency. As shown in Table 3, 74% of the middle school students and 65% of the high school students were identified by the LAS as non-speakers of English (levels 1 or 2). Only 8% of middle school students and 14% of high school students were classified as proficient speakers of English in spring, 198 .

Table 3
ENGLISH PROFICIENCY OF STUDENTS IN BILINGUAL PROGRAM AS MEASURED BY THE LAS - SPRING 84

	Number of Students	Percentage of Students in Levels 1-5						
		Non-Speaker*			Limited Speaker	Proficient Speaker		
		1 %	2 %	(Total) %	3 %	4 %	5 %	(Total) %
Middle School	36	26	48	(74)	18	8	0	(8)
High School	62	31	34	(65)	21	11	3	(14)

*See the Appendix for descriptions of proficiency levels.

An objective of the program was for 70% of the students to score one level higher on the LAS from pretest to posttest. This objective was not met. As shown in Table 4, of 72 students who had pretest and posttest scores, 26% scored one level higher on the LAS, 55% stayed at the same level and 19% showed decreases of one

or more levels. It should be noted that changes in the administration and scoring procedures of the LAS may account for the apparent lack of a positive change in English fluency for most students. The program staff indicated that the LAS was administered under more controlled and more "stringent" conditions this year, and that the resulting scores more accurately

Table 4
LAS LEVEL DIFFERENCE
SPRING 1984 COMPARED TO SPRING 1983
MATCHED STUDENTS*

School	Number of Students with Matched Scores	Percentage of Students		
		Increases %	Same %	Decreases %
Dewey	27	26	44	30
Soldan	16	19	68	13
Roosevelt	29	31	55	14
TOTAL	72	26	55	19

*Other students entered during the 1983-84 school year and do not have Spring 1983 scores.

represented the fluency levels of the students. They felt that past judgments of student performance, in some cases, had been too generous and not appropriate for the standard.

One of the program objectives was for the bilingual students to show greater gains than did students citywide on the achievement test (CAT). Evaluators recommended against the use of a standardized test when the students were not native speakers. (Testing of the students at their functional level rather than their grade placement was suggested as a compromise, but program staff decided to continue the administration at current grade placement in order to maintain consistency with past practices

and to reinforce the expectation of on-grade performance). In order to satisfy the reporting requirements for the program, the achievement data were collected and reported. Table 5 presents the Reading Total portion of the CAT for the 61 students for whom pretest and posttest data were available.

Table 5
NCE AVERAGES AND GAINS IN CAT - READING TOTAL FOR MATCHED BILINGUAL AND CITYWIDE STUDENTS*

	Grade Levels											
	6		7		8		9		10		11	
	Bil.	City	Bil.	City	Bil.	City	Bil.	City	Bil.	City	Bil.	City
N	7	3097	16	3248	7	2946	16	2573	9	1557	5	1464
NCE 4/84	21.0	45.7	34.9	48.4	28.7	48.7	28.7	46.4	26.3	41.2	23.9	39.2
NCE 4/83	20.7	48.5	30.6	47.9	23.0	49.0	30.6	47.9	23.8	46.5	24.6	41.1
Gain	.3	-2.8	4.3	.5	5.7	-.3	-1.9	-1.5	2.5	-5.3	5.3	-1.9

*Scores are not reported for the one student in grade 12.

As shown in the table, bilingual students had higher gains than citywide gains, with the exception of grade 9. However, several sampling and measurement problems preclude judgments of these gains as meaningful. First, there were few students at each grade level. Thus, the very high or low performance of one or several students would have a major effect on the average score. Second, the very low NCE averages represented scores below the guessing level for about 20% of the students. That is 20% of the students were able to get only a few items correct on the whole 70-item Reading test. Third, the use of a standardized achievement test is inappropriate for accurately assessing achievement gains when students lack native-speaker proficiency in English.

PROGRESS IN CONTENT AREAS

Despite limited English proficiency, the majority of bilingual students were making adequate progress in the content areas. However, a sizable number of students had not made substantial progress. Of those students who were performing below level, a disproportionate percentage were Laotian.

Table 6 shows the actual second semester grades earned by bilingual students in the three subject areas served by the program. As shown in the table, average (C) or better grades ranged from 50% of middle school students in science to 80% of the high school students in math. There was, however, a substantial number of students who received failing grades, or who were not given a grade because of a lack of ability to communicate in English. In the middle school, for example, 30-35% of the grades were either F's or were withheld. (Grades were withheld for a student who lacked sufficient English fluency for adequate assessment of the subject material.)

Table 6
SECOND SEMESTER GRADES* FOR STUDENTS
WHO WERE IN THE BILINGUAL PROGRAM THE ENTIRE YEAR

	No. of Grades	H %	A %	B %	C %	D %	F %	WH** %
Middle Schools								
Math	34	-	29	17	15	6	12	21
Science	36	-	14	25	11	20	8	22
Social Studies	34	-	24	11	24	6	6	29
High Schools								
Math	20	5	25	20	30	20	0	-
Science	6	0	31	17	17	17	17	-
Social Studies	20	15	10	15	35	15	10	-

*Grades for middle school students were obtained from copies of report cards. High school grades for a sample of students were provided by teachers during interviews.
**At the middle school, grades could be "withheld" for students lacking sufficient fluency for subject assessment.

As would be expected, the level of English proficiency as measured by the LAS was positively related to second semester grades in the content areas. This is reflected in Table 7, below. The table provides the percentage of second semester grades for all three content areas combined that were given to students scoring at various levels on the LAS.

Table 7
COMPARISON OF SPRING, 1984 LAS SCORES TO SECOND SEMESTER GRADES IN THREE COMBINED CONTENT AREAS

LAS Score	Number of Grades*	Second Semester Course Grades					
		H&A %	B %	C %	D %	F %	WH %
5	2	100	0	0	0	0	0
4	16	43	13	19	19	6	0
3	33	46	15	24	12	0	3
2	62	11	19	26	13	3	28
1	34	0	13	17	13	34	23

*These grades represent 36 middle and 31 high school students who were in the program all year and for whom both LAS scores and course grades were available.

As shown in the table, level 3 on the LAS appeared to be a critical indicator of success in the content areas. There was little difference in semester grades between students who had scored 3 (limited speaker) and those who had scored 4 (proficient speaker). The pattern was different, however, for students who received a 1 or 2 on the LAS. Eighty-five percent of the grades given to students who had scored 3 were C or above, but only 56% and 30% of the grades given to students who had scored 2 and 1, respectively, on the LAS were C's or above. (Note, as shown in

Table 3, approximately 70% of the bilingual students had scored 1 or 2 on the LAS.)

During interviews, teachers were asked to describe the improvements students made in understanding course content between the beginning and the end of the year. These responses are shown in Table 8.

Table 8
TEACHERS' PERCEPTIONS OF IMPROVEMENT IN CLASSROOM PERFORMANCE

Number of Students*	No Improvement %	Some Improvement %	Considerable Improvement %	Superior Work Maintained %
116	16	32	32	20

*Some individual students would be included more than once if they received instruction from more than one interviewed teacher.

Teachers reported that approximately 84% of the students had shown improvement or maintained superior work since the beginning of the year. An objective of the project was that at least 75% of the teacher responses would have indicated individual student progress. If those students who maintained superior work throughout the year are included, this objective was met.

The actual positive shift of student letter grades was less than the degree of improvement indicated by teachers during interviews. As shown in Table 9, 19% of the grades were maintained at the A level and 23% of grades increased by one or more levels. Thus, a total of 42% of student grades either increased one or more levels or were maintained at a superior level. The

remaining 58% either experienced no grade change (44%) or dropped one or more levels (12%).

Table 9
GRADE CHANGE FROM FIRST TO SECOND SEMESTER

Total Grades	Loss	No Change		Improved	Maintained A
		F or Wh	B, C or D		
	%	%	%	%	%
146	12	23	21	23	19

To exit from the program, the proposal states that a student should meet two of the following criteria: (1) a score of 4 on the LAS, (2) a score above the 40th percentile on the CAT, and/or (3) staff judgment that the student no longer needs assistance. Based only on the LAS and CAT results, two students met both of these criteria for exiting the program. However, when bilingual staff members reviewed the achievement record of students at the beginning of the 1984-85 school year, they determined that a total of 13 students (11 Vietnamese and 2 Lao) had achieved at a high enough level during 1983-84 to exit the program or to receive greatly reduced services. Additional students who have reached a slightly lower level of performance will receive less help than students who still have major deficiencies.

There were considerable achievement differences between language groups. A large share of low or held grades were received by Lao students. Table 10 presents the student grades by language group for the middle schools.*

*Middle school students were selected for further examination of possible cultural differences since they were served in all three of the content areas and final course grades were available for all students.

Table 10
SECOND SEMESTER GRADES OF LAO AND VIETNAMESE MIDDLE SCHOOL STUDENTS WHO WERE IN THE BILINGUAL PROGRAM THE ENTIRE YEAR

	Language Group	No.of Grades*	A %	B %	C %	D %	F %	Wh %
Math	Lao	17	6	12	18	6	24	35
	Viet.	17	54	24	12	6	0	6
Science	Lao	17	6	6	24	12	18	36
	Viet.	19	21	42	0	26	0	11
Soc. St.	Lao	16	0	6	13	13	13	55
	Viet.	18	44	17	33	0	0	6

*In a few cases, a grade was not recorded for one of a student's subjects. Note: One student = approximately 6%.

As shown in Table 10, 65%, 66%, and 81% of the grades in the subject areas earned by Lao students were less than a C, while only 12% of math; 37% of science and 6% of social studies grades earned by Vietnamese students were below C. This contrast between the Lao and Vietnamese students is even more striking at the high end of the grade spectrum. For example, 78% of the Vietnamese, but only 18% of the Lao students made an A or B in math.

Differences between the two groups of students are also apparent when grade shifts from first to second semester are examined. As shown in Table 11, 56% of course grades obtained by Vietnamese students had either improved (26%) or had been maintained at the A level (30%) while 27% of their grades were either lower or continued at the F or withheld level. In contrast, only 18% of the grades obtained by Lao students had improved (none had been maintained at the A level) while 66% of the grades were either lower or continued at the F or withheld level.

Table 11
GRADE CHANGE FROM FIRST TO SECOND SEMESTER
FOR LAO AND VIETNAMESE MIDDLE SCHOOL STUDENTS

	Loss	No change		Improved	Maintained A
		F or Wh	B,C or D		
	%	%	%	%	%
Lao.	12	54	16	18	0
Viet.	20	7	17	26	30

Since performance differences were observed, length of time in the St. Louis Public Schools and LAS scores were examined for possible differences between the language groups. Length of time enrolled in the St. Louis Public Schools did not account for differences in content area achievement between the two language groups. As shown in Table 12, the difference in achievement between the two groups is clear regardless of the length of time in the school system. For example, among students who had been in the school system three years, 78% of grades obtained by Lao students were withheld while 85% of grades obtained by Vietnamese students were C or above. Among students who were in the St. Louis Public Schools two years, the contrast is similar but not quite as great. Eighty-eight percent of grades earned by Vietnamese students were C or higher while only 37% of grades earned by Lao students were C or higher.

Table 12
SECOND SEMESTER GRADES OF LAO AND VIETNAMESE MIDDLE SCHOOL STUDENTS BY LENGTH OF TIME IN ST. LOUIS PUBLIC SCHOOLS

Years in SLPS*	Language Group	Number of Grades**	Second Semester Grades (%) A %	B %	C %	D %	F %	Wh %
1	Laotian	6	0	0	0	33	67	0
	Vietnamese	9	0	33	22	0	0	45
2	Laotian	32	6	12	19	6	16	41
	Vietnamese	25	52	28	8	12	0	0
3	Laotian	9	0	0	22	0	0	78
	Vietnamese	20	40	25	20	15	0	0

*The original entry date into the SLPS was not available for a few students.
**Note that in all but a few cases these grades represent three subject areas (math, science, social studies) for each individual student.

Differences in English Language proficiency appeared to account for some of the differences in content area grades. For example, as shown in Table 13, 88% of Lao students compared to 62% of Vietnamese students were classified as non-speakers on the LAS.

Table 13
ENGLISH PROFICIENCY OF LAO AND VIETNAMESE MIDDLE SCHOOL STUDENTS AS MEASURED BY THE LAS - SPRING 84

	Number of Students	Percentage of Students in Levels 1-5 Non-Speaker 1 %	2 %	(Total) %	Limited Speaker 3 %	Proficient Speaker 4 %	5 %	(Total) %
Lao	17	29	59	(88)	6	6	0	(6)
Viet.	21	24	38	(62)	29	9	0	(9)
Middle	38	26	48	(74)	18	8	0	(8)

However, in light of the fact that the two groups have been enrolled in the school system approximately the same average length of time, one would not expect major differences in English proficiency. Therefore, it is highly probable that other factors such as previous schooling and cultural differences are playing an important role in producing different achievement patterns. For example, traditionally, there has been much less emphasis on formal schooling among the Lao than among the Vietnamese. In light of the likelihood that previous experience and cultural factors are impacting achievement, there is an apparent need for making background data on students available to teachers and to assist teachers in interpreting these data in terms of potential impact on instruction.

It should be noted that while there is a less acute need for services among the Vietnamese population as a whole, there are many Vietnamese students who can benefit from the program. In addition, an increasing number of students who are of mixed Vietnamese/American parentage are arriving in St. Louis. Many of these students have experienced severe social and educational deficits. The important point, then, is that an understanding of the cultural and experiential background of students is important for planning the instructional program.

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ATTENDANCE AND ATTITUDE

Generally, students have good attendance patterns and are perceived to have excellent attitudes toward learning.

A goal of the project was for the bilingual project students to have higher attendance rates than the average school attendance rates. This goal was met at all three sites. (See Table 14.)

Table 14
ATTENDANCE RATES FOR BILINGUAL STUDENTS*
AND SCHOOL POPULATION
1983-84

School	Students Attending	Bilingual Students			School Attendance Rate (%)
		Days Absent		Attendance Rate (%)	
		Range	Average		
Dewey	36	(0-26)	6.9	96.0	88.2
Soldan	24	(0-31)	10.3	94.0	84.6
Roosevelt	38	(0-48)	16.6	90.3	85.3

*Does not include students who attended for part of the year--(17 at Dewey, 6 at Roosevelt, 14 at Soldan).

Average attendance of bilingual students at Dewey was 96.0% compared to the school average of 88.2%. The high school attendance for bilingual students was somewhat lower, but still higher than the school averages. Additional analysis indicated that there were no consistent differences in attendance patterns between the first and second semester or between the language groups. Despite the overall high attendance rates a few students did have high absenteeism. Teachers and instructional assistants attributed most of these cases to work or family responsibilities.

Teachers consistently reported "positive attitudes toward education" as one of the characteristics of the bilingual students. Students were reported as wanting to learn, with good

self discipline and perseverance. One teacher, for example, commented that "we ought to learn what motivates them in order to help our regular students." Teachers did express concern with negative behaviors of a few students such as sleeping in class, wearing "shades" or picking problem students as friends.

TEACHER TRAINING

Workshops arranged by bilingual staff for regular classroom teachers were favorably received by teachers and other participants who attended. However, a majority of program teachers attended few or no sessions and there was little evidence of classroom applications of specific methodologies or use of culturally relevant materials promoted in the workshops.

Training was provided formally through nine Saturday morning workshops held throughout the year and informally through monthly meetings in school buildings between teachers and program staff. In addition to the teachers involved in the bilingual program, invitations to the workshops were provided to the entire staff of schools where either the bilingual or ESL program was operating. Reimbursement for workshop participation was provided.

Table 15 lists the topics and speakers provided in the workshops. Topics included cultural background information, techniques for teaching, and psychological insights about populations that have been displaced.

Table 15
WORKSHOPS PROVIDED FOR BILINGUAL PROJECT TEACHERS

Topic	Speaker	Date
A Bilingual Program for Indo-Chinese	Dr. Hai Tran University of Wisconsin, Milwaukee	11/5
From Nonverbal to Verbal Communication	Dr. Elisabeth Price Ms. Margaret Silver International Institute	12/5
Teaching Reading to the Second Language Learner (Part I)	Dr. Elisabeth Price Ms. Margaret Silver	1/19
Teaching Reading to the Second Language Learner (Part II)	Dr. Elisabeth Price Ms. Margaret Silver	1/28
How to Teach the Bilingual Student	Ms. Katie Wielosinski International Institute	2/11
Conflict Resolution (Part I)	Dr. Frank Voci University of Wisconsin, Milwaukee	3/31
The Culture of the Amerasian	Dr. Barbara Contec Dr. Hai Tran University of Wisconsin, Milwaukee	4/14
Conflict Resolution (Part II)	Dr. Frank Voci	5/5
Conflict Resolution (Part III)	Dr. Frank Voci	6/16

Teachers attending the workshops indicated that they benefited from the topics and speakers provided by the program. Each workshop was mentioned as particularly helpful by some of the program teachers. However, as Table 16 indicates, over half of the program teachers who had bilingual students attended no workshops and the average number of workshops attended was only 1.7 out of 9.

Table 16
ATTENDANCE AT THE NINE WORKSHOPS BY TEACHERS OF BILINGUAL STUDENTS

School	No.of Teachers	Workshops Attended			
		None	1-4	5 or more	Average
Dewey	8	3	4	1	1.5
Roosevelt	23	13	5	5	1.6
Soldan	14	7	5	2	1.8
TOTAL	45	23	14	8	1.7

Program teachers who attended workshops indicated that they learned about cultural differences, but they were not able to identify any specific bilingual methodology and did not incorporate aspects of the culture into teacher made materials. In fact, approximately half of the teachers interviewed were unable to identify the cultural group to which the students belonged.

It should be noted that although teachers were not able to identify any specific methodology designed for bilingual students, they were unanimous in their enthusiasm for having these students in the classroom and many indicated that they provided extra assistance to the bilingual students. This assistance included repetition, peer assistance, extra attention and friendliness--methods they would use with any student needing help. A few teachers mentioned additional steps to assist the bilingual students such as writing out all questions and assignments so they did not have to depend on oral directions alone. One teacher tried to introduce new material only on the days that the instructional assistant was in her class to help the student. These practices provided evidence that many teachers did make special efforts to meet the needs of bilingual students.

INSTRUCTIONAL ASSISTANTS' TRAINING

There was evidence that the training provided to the instructional assistants was effective. They demonstrated a variety of instructional techniques as well as an understanding of the personal and educational needs of the individual students. They were a major asset to the program.

The instructional assistants felt that the ongoing training through interactions with the resource teacher, bi-monthly staff meetings as well as the scheduled school staff meetings and workshops were appropriate and beneficial. They also cited the summer course on methodology and their participation in the development of the curricular materials as helpful.

The instructional assistants had to begin with little information or resources and had to identify the instructional needs of each student. They provided assistance in areas of student weakness, reviewing material in the student's native language giving particular assistance with specialized vocabulary and directions. There was no evidence of any special methodology, although they appeared to be quite successfully targeting help for students. When the student rosters with grades, test scores, and attendance were reviewed during interviews, the instructional assistants described in detail the individual strengths and weaknesses of students and the strategies they were using for each one. They provided assistance at lunch hour and after class to many students. They are currently helping develop a more uniform curricular approach, and are also developing materials in the native languages.

There was not much personal interaction between the

instructional assistants and the teachers on behalf of individual students. Teachers provided lists of assignments, sample tests and materials and many attended the monthly or bimonthly staff meetings to review materials. The instructional assistants observed classroom activities as their schedule permitted and assisted students in meeting classroom requirements.

PARENT PARTICIPATION

In spite of major efforts by program staff, only a few parents participated in the meetings and parent workshops.

Program staff made efforts to recruit parents to attend a variety of programs--letters in the native language were mailed or sent home with students; the time and location of events were changed to be more convenient; and the instructional assistants provided translations at all meetings. In addition, dinners and displays of student work were provided at some meetings.

In spite of these efforts, the participation was very light. In addition to the problems of shyness, difficulties with transportation and work schedules, one parent indicated that some families were suspicious and afraid of possible "political" problems or pressures if they attended. The instructional assistants indicated that extensive parent participation in school activities is not usual or expected in the native countries.

PROJECT INSTITUTIONALIZATION

Steps have been taken to make the bilingual program self-sustaining.

The project aims to develop the structure, resources and staff skills to enable bilingual education to become part of the regular SLPS program. The key is to prepare a "trained cadre of personnel committed to bilingual education and capable of providing high quality bilingual instruction to students."

The project administrators have been successful in building support and enthusiasm for the project on the part of the regular school teaching and administrative staff. They have also been successful in attracting capable instructional assistants who are acquiring the training to become certified teachers. Special materials in the native languages are being developed or purchased to complement regular SLPS curricular materials. However, as discussed earlier, the workshops and other training planned for regular teachers were not successful in developing the use of specific methodologies designed for bilingual students or in developing culturally relevant materials.

SUMMARY AND RECOMMENDATIONS

Overall, the program was well implemented and operated effectively. The project leadership and the quality of the instructional assistants were major contributors to this success. Although there was no objective evidence of increased language proficiency for most students, teachers reported that the majority of students had progressed in the content areas. In addition, some students were able to either exit the program or receive greatly reduced services. Teachers and principals were pleased to have the program and the students in their schools. Students had good attendance and were perceived to have very good attitudes toward school.

The project was fortunate in locating capable native speaking instructional assistants for the two language groups. Although beginning well after the school year started, the instructional assistants, with staff leadership and coordination, identified student needs and found methods and materials to work with the students. They received specialized inservice training. New materials and structured curricular planning will enhance their efforts for next year.

Although workshops were considered beneficial by participants nearly half of the content area teachers had not attended any workshops. In addition, many teachers were not aware of the cultural background of individual students, and almost none had incorporated cultural materials or "conscious" bilingual methodology into their instruction. Many teachers did, however, indicate that they provided assistance and encouragement to their

bilingual students.

Some differences in performance between the Laotian and Vietnamese students were noted. While the performance differences should not be overstressed, they may indicate some potential needs for targeted services. If the cultural and experiential factors play a contributing role in school performance, then the lack of teacher knowledge of these factors may interfere with effective instruction.

Some parents participated in parent workshops and meetings, however, the more extensive participation desired by the program staff did not occur.

While evidence clearly points to direct benefits to the "bilingual students" there are not definitive measures that prove the benefits or prove that the "program" is the cause. More insight may be available after the program is fully operationalized next year. In addition to benefits that the program provides to individual bilingual students now residing in the St. Louis community, there are also benefits to the regular school program from the presence and participation of these students.

Based on the findings, the following recommendations to enhance the program's effectiveness are provided:

1. **Modify the training and workshops provided to content area teachers. Take steps to ensure that <u>all</u> participating content area teachers are provided with information and materials seen as critical for meeting the needs of bilingual students.**

The first step should be to define the minimum information teachers need to be most effective with their bilingual students. Topics should include, but not necessarily be limited to, information about general cultural and experiential backgrounds of students and how their backgrounds relate to schooling, successful strategies for teaching Lao and Vietnamese students; general bilingual methodologies and specific procedures to be used in each content area. In addition, student specific information, such as cultural background, length of time in the United States, previous schooling and level of English proficiency should be made available to teachers.

The second step is to disseminate the information to all appropriate personnel. One avenue for disseminating critical information is through the development of a teacher's packet which would be reviewed at a workshop. Since attendance at the Saturday workshops by content teachers has been poor, other steps should be taken to ensure that they receive this critical information. A more cost effective alternative to Saturday workshops would be to meet with teachers during the school day, providing substitutes during their absence from class (the cost of substitutes is considerably less than extra service pay for teachers). It is anticipated that the equivalent of one day per teacher would be sufficient for this purpose.

2. Encourage the instructional assistants to take a more active role in interacting with the teachers on behalf of the students' instructional needs.

   Although opportunities for interaction were provied in the monthly staff meetings, a stronger focus on individual student needs along with the general information about course content could be of benefit to the students.

3. In order to increase the level of school-home communication efforts should be directed towards enlisting assistance from Lao and Vietnamese community leaders and from agencies, such as the International Institute.

Two additional "measurement" recommendations include:

4. Discontinue the use of the California Achievement Test as a measure of the effectiveness of the program. If the CAT is needed to meet federal requirements regarding exit criteria, it should be administered only to students whose language fluency indicates that they are capable of taking the test with an expectation of meaningful results (for example, level 3 or above on the Language Assessment Scale).

5. Administer the LAS to all students as they enter the non-English speaking programs (and/or all students fall and spring) in order to have a valid pretest and post-test measure of fluency. If a student's fluency is too slight for test administration, some numeric score should be provided in order to measure the program's impact on new students.

APPENDIX

Description of LAS Oral Production (Story-Retelling) Proficiency Levels

Description of LASP Oral Production (Story-Retelling) Proficiency Levels

ORAL PRODUCTION LEVEL	PROFICIENCY LEVEL	DESCRIPTION
1	NON SPEAKER	At Level 1, the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.
2		At Level 2, a few isolated phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with a storyline.
3	LIMITED SPEAKER	At Level 3, complete sentences are produced, often with systematic errors in syntax. Sentences are longer and more coherent than in Level 2. The most salient characteristic of Level 3 is that a more or less complete version of the story is produced, although the sentences, while more coherent than in Level 2, may be awkward, and syntactic errors tend to repeat themselves. Thus, while the student may be able to produce sufficient vocabulary and facts necessary to retell the story, s/he has difficulty in combining the words with the same facility as that of the proficient speaker. It is also not uncommon to find some language mixing at Level 3. It should be noted that one of the more difficult discriminations to make in scoring the Oral Production is between Level 3 and 4 (i.e., limited vs. proficient). It is particularly at this level that the ear of a proficient native speaker is essential.
4	FLUENT (PROFICIENT) SPEAKER	At Level 4, the student produces a complete version of the story in coherent sentences with native-like fluency. While there may be occasional errors in either syntax or vocabulary, these are errors which would not be uncommon among native speakers. The main difference between Level 4 and 5 is that the former is often a more limited version in terms of vocabulary and syntactical complexity.
5		At Level 5, the student produces complete sentences which are coherent, syntactically correct for his/her developmental age, and overall is an articulate, proficient native speaker. Note: The determination of LASP Levels 4 and 5 (proficient speakers) is based on the criteria of Standard English because of the instructional demands of most classrooms.

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